IN SUMMARY

Holding Steady
A new federal study concludes that the number and proportion of black 18- to 24-year-olds in college has remained stable in the 1980's, despite widespread perceptions to the contrary. **Story on Page 4.**

Assessing an AIDS Curriculum
A national student-advocacy group is releasing this week a set of criteria to help educators and parents evaluate K-12 curricula on acquired immune deficiency syndrome. **Story on Page 4.**

Signs of Progress
The condition of the American family, an institution pummeled by social and demographic changes, is showing some signs of improvement, according to a House committee's "report card." **Story on Page 5.**

Investigating Irregularities
Education Department employees in Boston were directed by their supervisors to persuade civil-rights complainants to drop their charges, a Congressional panel was told last week. **Story on Page 13.**

Lowering the Cost
Acknowledging stringent budgetary pressures, the chairman of the House Ways and Means Committee has sharply reduced the cost of a welfare-reform bill that emphasizes education. **Story on Page 14.**

Renewing a Federal Commitment
The omnibus bill that would reauthorize Chapter 1 and most of the other federal programs aiding precollegiate education is headed for the House floor after winning committee approval. **Story on Page 19.**

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THE WEEK

FEDERAL

Bennett Asks Schools To Join Cleanup Effort

In an effort to give schoolchildren an exercise in "character education," the Education Department is joining other federal agencies in promoting a nationwide campaign to clean up public land, including schools and playgrounds.

The goal of the "Take Pride in America" campaign, spearheaded by the Interior Department, is to draw attention to the importance of preserving public property, officials said.

Secretary of Education William J. Bennett will send a letter to public and private elementary and secondary schools to urge their participation in "Take Pride in America" week, May 17-23, according to Peter Greer, the department's deputy undersecretary for intergovernmental and interagency affairs.

Regional representatives will be responsible for sharing the best project ideas from schools in their districts, he said, but students' involvement in the campaign could be as simple as removing discarded paper from their own school grounds and surrounding areas.

"Integrity, respect, and courage need to be better understood by teachers and students," Mr. Greer said, explaining that the department's interest in the campaign reflected Mr. Bennett's emphasis on such values in education.

The campaign is being managed by the Advertising Council, a nonprofit organization that prepares and distributes public-service announcements.

Pell Seeks National Test For High-School Seniors

The Education Department would be required to create a universal achievement test for high-school seniors under a bill introduced by Senator Claiborne Pell, Democrat of Rhode Island.

The bill, a new version of a similar measure sponsored by Mr. Pell nearly 20 years ago, would give public school districts and private schools the option of participating in the examination, which would be paid for by the federal government.

Under Mr. Pell's bill, students who passed the test would receive certificates from the Secretary of Education. "The legislation I am submitting would give us the mechanism to achieve a comparative measurement of student achievement," Mr. Pell said in a Senate speech this month.

He said his bill was a response to the recommendations of a study group led by former Gov. Lamar Alexander of Tennessee that considered reforms in the National Assessment of Educational Progress.

The panel, appointed by Secretary of Education William J. Bennett, recommended expanding NAEP to cover more subjects and said the assessment should include state-by-state comparisons of testing results.

Mr. Pell noted that his proposal is narrower than the recommendations in the study group's report. But, he said, the data collected through his test could be more "expansive" if most school districts agreed to participate.

The Education Department has not yet taken a formal position on Mr. Pell's proposal, a spokesman for the department said.

"We share Senator Pell's concern about improving the assessment of American education," the spokesman added. "And we hope we can work together to devise an acceptable piece of legislation to accomplish that."

NATIONAL

Schools Urged To Help Place Disabled Workers

Schools and universities could do more to link their disabled students with potential employers, a new survey on the hiring of handicapped workers suggests.

The poll, conducted by Louis Harris & Associates for the International Center for the Disabled, is based on interviews with chief executive officers, managers, and other executives in 920 companies across the nation. Though most top managers rated the performance of handicapped employees as "good" or "excellent," only 43 percent said they had employed a disabled person in the past year.

The biggest barrier to greater employment of the handicapped, according to 66 percent of the respondents, was a lack of qualified applicants. And 92 percent said a "direct training and rehabilitation link with schools and universities" would be "somewhat" or "very effective" in overcoming such barriers.

The survey also examines issues of cost, employer attitudes, and the availability of training programs in hiring the handicapped.

Information on the survey is available from the International Center for the Disabled, Education and Training Department, 340 East 24th Street, New York, N.Y. 10010.

STATES

N.J. Court Backs Rules For Students With AIDS

The New Jersey Supreme Court has upheld the right of state education officials to force public schools to admit students with acquired immune deficiency syndrome or AIDS-related complex.

The ruling, issued on April 15, is believed to be the first by a top state court on the issue of admitting children with AIDS to schools, state education officials said.

In handing down the unanimous ruling, the court upheld regulations promulgated last year by New Jersey's education commissioner, Saul Cooperman, and the state board of education. The regulations state that an infected child must be allowed to attend school unless he or she has a history of incontinence, excessive drooling, biting, or aggressive behavior, according to Roger Shatzkin, a spokesman for the department.

He said the ruling stems from a lawsuit involving two infected kindergarten girls who were denied admission to schools in the Plainfield and Washington boroughs in 1985.

The ruling has no effect on those students, according to Mr. Shatzkin. The first has already been admitted to a special class for neurologically impaired students, he said, and the second has moved out of state.

Texas Parents Backed In Home-Schooling Case

Parents in Texas can teach their children at home without fear of prosecution as long as they follow a basic curriculum, a state district-court judge has ruled.

The April 14 ruling specifies that home schooling must include lessons in reading, spelling, grammar, mathematics, and good citizenship. According to the decision, the state has the right to make a "reasonable inquiry" to ensure that children are receiving such instruction.

The case has been characterized as the first in the state to address the question of what constitutes a school. That "has been a big question in Texas," said Kirk McCord, executive director of the Texas Home School Coalition, a Dallas-based political-action committee.

"Finally, the law has been clarified in Texas to free parents to teach their kids free of state interference," Mr. McCord said.

Cheryl Leeper, who teaches her two children at home, filed the lawsuit against the Arlington Independent School District. She said she and 80 other parents threatened with prosecution by the state for keeping their children out of school decided "to ask the judge who's judge" in this matter.

Her major objection to the public schools was that they were overcrowded, Ms. Leeper said, adding that she feared her children "were slipping through the cracks." She said she obtains her teaching materials from the Christian Liberty Academy in Arlington Heights, Ill.

State teachers' groups have ar-

Finn Cites Shortcomings of Existing Research on Schools

By James Crawford

WASHINGTON—The public has reason to be skeptical of educational research given the fact that the nation's "educational system has, by many measures, worsened, even as tons of research have accumulated," the head of the Education Department's research branch told a meeting of the American Educational Research Association last week.

At the same time, there is "a public appetite" for information about "proven approaches and demonstrable results" in the classroom, said Chester E. Finn Jr., the assistant secretary for educational research and improvement.

And high-quality research is "vital to keep education reform moving down the track," he added.

Mr. Finn complained, however, about a variety of shortcomings in the field. As examples, he cited last year's response to the new "field-initiated studies" program, in which research projects were generated by grantees rather than by the Education Department.

"Too many of the proposals were embarrassing for the educational-research community," he said. "They were fraught with scanty plans, with overwrought budgets, with disorganized writing, with missing information, with ungeneralizable results."

A majority of the 288 proposals reviewed were judged to be below the "hopeless level," he said, because study designs were inappropriate for the questions asked, because they sought to answer questions already resolved, or because they focused on issues of "marginal importance."

On the other hand, "there are jewels in this landscape along with a fair number of pebbles," the assistant secretary said. He cited studies by James Coleman linking effective-schools principles to the concept of "social capital," and by Herbert Walberg on improving educational productivity.

Based on recent discussions with a dozen prominent researchers, Mr. Finn outlined four areas where there are "breakthrough opportunities in the next few years" and where the department hopes to devote "its meager resources":

• **Parent involvement.** "We are beginning to get beyond this as a kind of pious idea and to examine specific ways that parents can enhance student learning," he said.

• **Content-area studies.** School subjects should be viewed as "distinct educational enterprises, each with its own set of challenges," he said, adding that his office soon plans to award contracts for the first three of several "mini-centers" for such research, which will focus on literature, mathematics, and elementary-school subjects.

• **Assessment.** There is a need for "assessment mechanisms by which to appraise student achievement more accurately, more sensitively, and more efficiently at all levels," he said, including higher education.

• **Educational productivity.** While this field is new, he said, "you can bet that many elected officials are watching the research in this domain: How can we get the most bang for the education buck? . . . There's a real opportunity here for a new generation of school-finance research that concentrates on resource utilization, not just resource allocation."

Mr. Finn, along with Secretary of Education William J. Bennett, who appeared at the same forum, emphasized the importance of popularizing the fruits of educational research. And neither official missed the opportunity to promote the department's "What Works" pamphlet series, initiated last year.

"People in [policymaking] positions need, now more than ever because of the intensity of the debate, good information in a form that they can understand and use," Mr. Bennett said. "It's possible to distill large amounts of information in a small book."

Chester E. Finn Jr.

A second edition of the original "What Works: Research about Teaching and Learning" will appear in about two months, Mr. Finn said, expanding the number of findings from 41 to 59.

Foreigners Outpace American Students in Science

By Robert Rothman

WASHINGTON—The science achievement of U.S. students has improved little over the past two decades, and still lags far behind that of students in other countries, new data released here last week reveal.

The data, preliminary results from the Second International Science Study, found that, despite a slight gain in 1983, American students' performance in 1986 was at or below the level attained in 1970, when the first international study was conducted.

In addition, the study found, students in England, Japan, and six other unnamed countries outperformed the top American students, who were taking advanced courses in physics, chemistry, and biology.

"We really thought that advanced science students would do about the same as the British and the Japanese, and they did not," said Willard J. Jacobson, a professor of science education at Columbia University's Teachers College and the national research coordinator for the study. "That is disappointing."

Moreover, Mr. Jacobson said, American students taking their second year in a high-school science course performed only slightly better than students in their first year.

The preliminary findings, released at the annual meeting of the American Educational Research Association, analyzed data from the second phase of the international study, conducted in 1986, which examined science achievement among students in grades 5, 9, and 12 in about two dozen countries.

More than 300 U.S. schools participated in the study, which tested 2,584 students in grade 5; 2,248 in grade 9; and 6,331 in grade 12.

The first phase of the study, conducted in 1983 and 1984, surveyed students in grades 5 and 9, as well as 12th-grade students studying physics and 12th-grade students studying no science. Results from that study showed that U.S. student performance had improved since 1970. *(See Education Week, June 6, 1984.)*

The second phase was intended to survey students not tested in the first phase, including 12th-grade students in biology, chemistry, and advanced classes in those subjects and in physics. The study also tested students in grades 5 and 9 in "process" skills, which required students to perform tasks and explain their observations.

To compare students with those tested in earlier assessments, researchers in 1986 administered to 5th- and 9th-grade students the core test given in 1983.

The new study found that performance had actually fallen since 1983—to, at most, the same levels found in the 1970 assessment.

"At grade 5, our conclusions are that the results can be interpreted as 'no change to slight growth,' " according to Rodney L. Doran, a professor of science education at the State University of New York at Buffalo and the assistant national research coordinator of the study.

"At grade 9," Mr. Doran said, "our conclusion is that from 1970 to the 1980's, the performance is described as 'no change to slight decline.' "

However, he also noted that students in grade 9, who were given a set of questions identical to those given students in grade 5, performed substantially better than the younger students.

"At least they are not going backward," Mr. Doran said. "Something is occurring. As kids are maturing and growing, they are learning science."

International Comparison

The study also found that U.S. students studying biology, chemistry, and physics for a second year performed at substantially lower levels than students from other participnting countries.

These few students—less than 10 percent of all 12th graders—represent the most advanced students in the United States, Mr. Doran said. "These are the end product of the U.S. school science program, yet they aren't faring real well in comparisons," he said.

In physics, for example, U.S. second-year students answered 44 percent of 26 items correctly, while Japanese students correctly answered 59 percent, and British students answered 58 percent. A composite score from nine countries, including the United States, Japan, and England, was 51 percent, the study found.

American first-year physics students answered 34 percent of the items correctly.

U.S. students in second-year biology classes performed nearly as well as Japanese students, answering 44 percent of 13 items correctly, compared with 48 percent by the Japanese. However, British students answered 71 percent correctly, and the international average was 62 percent.

The performance of U.S. students not taking science was closer to the international average, yet still trailed that of other countries. Non-science students in the United States answered 48 percent of 30 items correctly, compared with a nine-country average of 56 percent. Non-science students in England correctly answered 60 percent of the items, and Japanese students scored 58 percent.

Gender Differences

In the second study, as in the first, boys consistently outperformed girls, Mr. Doran reported. At grades 5 and 9, and among 12th graders not taking science, boys performed between 5 percent and 7 percent higher than girls, while in 12th-grade physics classes, boys performed about 11 percent higher than girls, he said.

The differences were larger than those found in Japanese classrooms, according to Mr. Jacobson. While he was reluctant to attribute a cause to the discrepancy, he suggested that cultural differences might explain it.

"Boys in our culture have more hands-on experience than girls do," he said.

For example, he noted, the greatest difference between boys' scores and girls' scores was on a question involving the reflection of light off a mirror. Boys could relate that question to throwing a ball or playing pool, he said.

However, the data show that, contrary to researchers' assumptions, the gender differences narrowed considerably on the process questions, which involve hands-on manipulation, according to Mr. Doran.

"On these manipulative, laboratory-type, practical items, the gender effect is almost non-existent," he said. "Our expectation was that girls would do poorly on these tasks. Happily, our data present contrary findings. Further study is needed to verify this conclusion."

Reforms Needed

The new data suggest that policy reforms are urgently needed, according to Bill G. Aldridge, executive director of the National Science Teachers Association.

"We're not doing very well, that's a fact," he said in an interview. "But if we don't go in and produce qualified teachers, build laboratories, and raise teacher salaries, we won't improve."

"Look at other countries and see what they are doing in that regard," he said.

The researchers will analyze the data to determine the factors that could have influenced the U.S. students' performance, according to Mr. Doran. Findings are expected to be completed by the end of next year, he said.

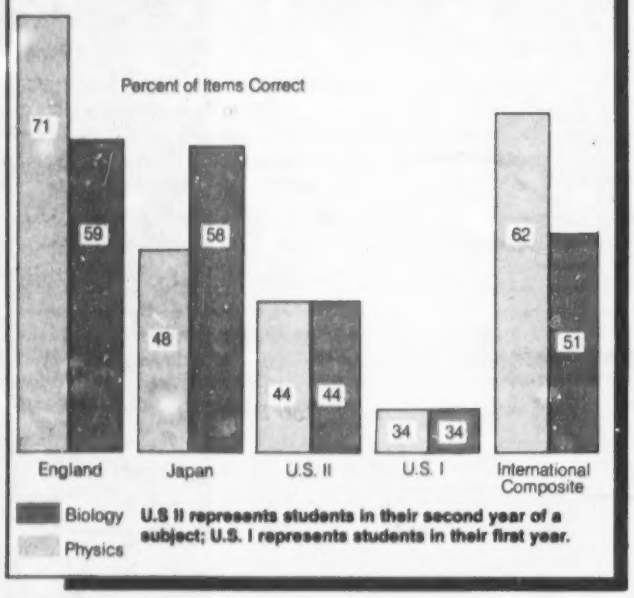
A similar study released in January, which examined the results of the Second International Mathematics Study, attributed the poor performance of U.S. students to the curriculum, which it said "is helping to create a nation of [math] underachievers." *(See Education Week, Jan. 21, 1987.)*

In science, the curriculum is a less-likely culprit, Mr. Doran said. "In math, there is clear tracking here," he said. "There is not so much in science."

Reports from other countries suggest other possible explanations.

In Israel, for example, the results indicate that students' interest in science and motivation to succeed are major factors in achievement, according to Pinchas Tamir, a professor of education at Hebrew University in Jerusalem.

"Teachers can do wonders if they put more attention to ways to raise interest and motivation," he said. "It has such a powerful effect on achievement."



Value of Journalism Courses Examined

College students who have taken journalism courses in high school or who have worked on their high-school newspapers and yearbooks score higher on various standardized tests than students who have not had such experiences, a new study has found.

Conducted by the Journalism Education Association's commission on the role of journalism in secondary education in cooperation with the American College Testing Program, the two-year study was undertaken to determine the value of journalism courses and experiences at the high-school level.

An examination of the records of 19,250 college students who had taken ACT assessments during the 1982-83 school year found that the 4,800 students who had served on the staffs of their high-school newspapers or yearbooks achieved higher composite scores in English and social studies than their counterparts who had not worked on high-school publications.

In addition, the study found that, out of 1,200 college students who had taken ACT standardized writing tests as college freshmen in 1984-85, those with high-school newspaper or yearbook experience achieved "significantly higher" scores.

The study also concluded that college students with high-school journalism experience generally earn higher cumulative grade-point averages as college freshmen and make better grades in their first college English classes.

Concrete Evidence

"This is the first time that concrete evidence has been collected to support what many journalism teachers have long contended ... that an academic-based journalism program coordinated with good publications is most valuable in teaching high-school students to write effectively," said John Wheeler, the commission's chairman and a high-school journalism teacher.

In its report, the commission recommends that high-school journalism courses carry credit toward graduation equivalent to that given any other language-arts writing course; that colleges accept such credit; that minimum standards be established for certifying precollegiate journalism teachers; and that curricular standards be established for academic journalism courses.

Copies of the report, "High School Journalism Confronts Critical Deadline," are available for $8.50 each from the Journalism Education Association, Box 99, Blue Springs, Mo. 64015. A digest of the full report is available for $3.50.

—R.R.

DATABANK

Facts and Figures on Independent Schools

N.A.I.S. Member Schools[1]	School Year 1975-76	1980-81	1985-86
Number of member schools			
Girls' schools	111	78	110
Boys' schools	119	88	96
Coed schools	540	643	651
Boarding schools	64	42	42
Boarding-day schools	121	131	131
Day-boarding schools	75	80	71
Day schools	510	556	613
Elementary schools	175	192	212
Secondary schools	251	265	280
Elementary-secondary schools	344	352	367
Total number of member schools	770	809	859
Enrollment in member schools			
Total enrollment	227,406	315,375	342,403
As percent of total elementary- and secondary-school enrollment in U.S.	0.5%	0.7%	0.8%
Average enrollment per school	360	390	399
Minority students in member schools[2]			
Total number of minority students	17,209	24,631	34,003
As percent of total enrollment	6.8%	9.1%	10.7%
Tuition fees (grade 12 median)			
Day tuition	$2,070	$3,196	$5,338
Boarding tuition	4,108	6,153	10,125
Tuition fees, 1975 dollars[3]			
Day tuition	$2,070	$2,046	$2,710
Boarding tuition	4,108	3,944	5,140

	School Year 1975-76	1980-81	1984-85
Financial aid in member schools[4]			
Total number of students aided	30,163	34,007	44,658
As percent of total enrollment	14.8%	18.0%	17.3%
Total amount granted (in thousands)	$43,092	$73,680	$133,604
As percent of total school expenditures	6.9%	6.5%	7.4%
Average aid granted per student	$1,429	$2,167	$2,996
Average aid per student, 1975 dollars	$1,429	$1,389	$1,569
Voluntary giving to member schools (in thousands)[5]			
By purpose:			
Current operations	$48,098	$104,605	$117,852
Capital development	75,289	171,612	184,851
Total voluntary gifts	123,387	276,217	302,703
Average voluntary support per school	$239	$441	$697
Average support per school, 1975 dollars	239	283	365
Operating expenditures per student[6]			
Day schools	$2,219	$4,310	$5,153
Day-boarding schools	3,344	5,430	7,712
Boarding schools	5,925	10,116	12,992
Boarding-day schools	5,879	8,440	12,086
All schools	$3,197	$5,356	$6,803
All schools, 1975 dollars	3,197	3,436	3,562

1 Figures for number of schools and enrollments are for N.A.I.S. active members and subscribers to new school services in the U.S. Figures for minority students, tuitions, financial aid, and financial operations are for active members only. Source: N.A.I.S. Statistics, 1975-86.
2 Number of schools reporting: 700 in 1980-81, 785 in 1985-86. The number of schools reporting in 1975-76 was not recorded.
3 Adjusted according to Consumer Price Index, 1967 base = 100. Conversion factors: 165.9 for 1975-76, 259.6 for 1980-81, 316.7 for 1984-85, 327.1 for 1985-86. Source: Independent School Management, *Ideas & Perspectives*, August 25, 1986.
4 Number of schools reporting: 532 in 1975, 555 in 1980-81, 604 in 1984-85.
5 Number of schools reporting: 517 in 1975-76, 627 in 1980-81, 434 in 1984-85. 1984-85 figures from the Council for Financial Aid to Education, *Voluntary Support of Education, 1984-85*.
6 Calculated by weighted average procedure from data previously published by N.A.I.S.
SOURCE: The National Association of Independent Schools.

Student's Press Rights Violated, Group Alleges

A civil-liberties group has filed suit in federal district court charging that an Illinois high-school student's First Amendment rights were violated when he was punished for criticizing his school's conduct code in the student newspaper.

"The case alleges that the principal's actions were taken to punish [the student] Brian Lunn for lawful exercises of freedom of speech," said Jane Whicher, a lawyer for the American Civil Liberties Union in Chicago. According to Ms. Whicher, Mr. Lunn, a student at Collinsville High School, was suspended and stripped of his position as editor of the paper after he printed editorials questioning the code. In addition, she said, the principal, Ronald Ganschinietz, suspended publication of the newspaper and prohibited Mr. Lunn from moving around the school's campus without his permission.

On appeal, the school board lifted Mr. Lunn's suspension, but the other penalties remain on his record, Ms. Whicher said. He is seeking a preliminary injunction that would remove them.

In addition, he is seeking $100,000 in punitive damages from Mr. Ganschinietz, and $100,000 in punitive damages from the Collinsville Unit 10 Board of Education.

Jack A. Renfro, the district's superintendent, declined to comment on the case. But John Leskera, a lawyer for the board, said, "We don't think there was any constitutional violation."

"There was never any suspension of the paper, and the boy was never really removed from his position," Mr. Leskera said.

—R.R.

Ex-Principal Gets A 15-Year Term For Sex Crimes

A former Chicago high-school principal convicted of sexually assaulting five students has been sentenced to 15 years in prison.

Cook County Judge Francis Mahon sentenced James G. Moffat, who once held the city school system's second-highest post, to the maximum term. He announced his decision after telling the former principal, "I went through my notes piece by piece to see if I could find anything in your favor, and I couldn't."

Mr. Moffat was convicted in March of eight counts of taking indecent liberties with children and 16 counts of official misconduct for sexually abusing four boys and a girl in his school office from 1982 to 1984.

The judge said Mr. Moffat "used the very children that he was duty-bound to protect."

But Mr. Moffat persistently maintained his innocence, saying that the judge was biased against him. "The scales of justice were out of balance when this trial began," he said.

The county prosecutor, John Farrell, had requested the maximum sentence. "Instead of showing remorse and indicating a need for help, this defendant has gone on camera in public and continued with his arrogant attitude," he said.

The judge ordered Mr. Moffat jailed immediately.—DON SEVENER